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ABSTRACT

This guide is a documentation of the curricular components which evolved during a two-year pilot course in one of the senior high schools of Prince George's County, Maryland. It is a one-semester, nonsequential course intended for students desiring an introduction to the language without in-depth exposure. The objectives of such a course involve the learning of a limited, specific linguistic and culture content. The guide includes the specific language material to be presented, related cultural components, suggested methods and materials, and evaluative techniques with actual sample tests. Numerous activities, minipacs, and projects are suggested. (Author/PMP)

ED 104 172

GERMAN FOR TRAVELERS

(Nonsequential semester course in the foreign language area)

GUIDELINES
AND
HANDBOOK

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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FOREWORD

A course such as "Foreign Language for Travelers" appears to fill a heretofore unmet need of those students who wish a brief introduction to the language in the form of certain useful phrases and expressions, specifically those related to travel situations. Such a course also serves as an introduction to the foreign culture. English is the medium of instruction for all explanations and discussions of culture. Such a course contributes to a broadening of the offerings in the foreign language department.

This set of Guidelines is concerned with, specifically, German for Travelers. This course was pioneered on a semester basis at Northwestern Senior High School, by Ellen Benson, German teacher. As a result of the pilot classes, a German travel course, designed as a nonsequential, semester course has emerged as a possible addition to the German curriculum.

The following teachers contributed to the preparation of these Guidelines:

Ms. Ellen Benson, Northwestern Senior High School

Ms. Barbara Bigelow, Crossland Senior High School

Mr. Norman Morrison, Crossland Senior High School and
Roger B. Taney Junior High School

This publication was compiled by the Supervisor of Foreign Languages, using as a source the content presented in the pilot classes. Other suggested material in the area of culture has been added with modifications resulting from teacher and student evaluations of the pilot classes.

It is hoped that this guide will help the teacher new to such a course. Although the term nonsequential implies that there is no pre-ordained sequence, the teacher should not infer that there is no structure. In fact, it is incumbent upon the teacher to determine the sequence and structure of the course, utilizing the content of this Guide, and to submit an outline of the plan for the course to the Supervisor of Foreign Languages before the beginning of the semester during which it will be taught.

A requirement intrinsic to the situation is that the classroom be student-centered and project/activity oriented. This course calls for teachers with this kind of orientation in order to have the best chance of success.

Dora F. Kennedy
Supervisor of Foreign Languages

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INTRODUCTION

This publication is intended as a manual or handbook for schools planning to incorporate a language-for-travelers course in their foreign language curriculum. It incorporates the specific content for German for Travelers. (See separate publication on French and Spanish for Travelers)

It includes guidelines in recommended policy vis-à-vis such a course; goals and specific objectives; examples of materials and content used in pilot classes; suggestions in methodology; samples of evaluative materials which emerged from the pilot classes; source list of materials.

REQUIRED FROM TEACHER

1. Outline of course to be sent to Supervisor of Foreign Languages before course begins.
2. Outline of course to students during first week. See sample at end of this guide. Include list of cultural projects for students to choose.
3. Coordination of course based on content in guide.
4. Student evaluation of course at end of semester. These evaluations to be sent to Supervisor of Foreign Languages. (See page 46 of this guide)

REQUIRED OF STUDENTS

1. A detailed course notebook checked periodically by the teacher.
2. At least one cultural project of substance.

POLICY RECOMMENDATIONS

It is recommended that schools instituting a language-for-travel course adhere to the following overall policy:

1. These courses are intended for senior high school at this time. They should not be offered instead of or at the expense of upper level courses (Levels IV and V). Credit should be designated on the student's record as credit for this course by title and not as credit in the foreign language per se.

2. They should be conceived as appealing mainly to those students who:

a) would not usually be interested in a sequential foreign language course but who wish an introduction to the language with travel orientation. However, students who have had one or more semesters of a sequentially taught foreign language should not be excluded from the course, nor should anyone concurrently enrolled in the sequential program be excluded. In other words, it should be open to all. It is understood that grouping techniques will be utilized to meet the challenge of individual differences.

b) would like to have a brief exposure to the foreign language and culture, with the possible intention of enrolling in a sequential language at some future time.

3. It is recommended that these courses be of a semester's duration; they could encompass a shorter period if the school schedule is so organized.

4. A course of this nature could encompass more than one language and culture, taught by either a team or a teacher who knows these cultures. In this case the semester may be divided into segments, each language/culture being treated in a different segment, and titled, "Language for Travelers."

5. These classes are, for the most part, to be taught in English, with the exception of the phrases, expressions, geographic names and any other specific vocabulary being presented in the foreign language.

6. The inclusion of such a course in the curriculum of the foreign language department should not preclude the use of minipacs, learning activity packages, or "minicourses" on travel topics within the foreign language levels of the regular, sequential program.

7. These courses should be characterized as student-centered, project-oriented, with "laboratory experiences," that is, field trips to the places in the metropolitan area which represent the culture being studied.

It is understood that field trips must be in compliance with system policy and with the policy of the school.

It is conceivable that "field trips" for such a group might be the participation of some of the class members in actual trips abroad, in a program organized by either the foreign language or social studies department.

8. Parents should be apprised of the limited objectives of such courses and of the fact that they do not provide the in-depth experience of the sequential language course; they are not intended to impart the skill of sustained conversation in the foreign language, a skill which requires the study of functions and forms, that is, structure over a period of time.

GOALS OF THE LANGUAGE FOR TRAVELERS COURSE*

There is a place in the foreign language program for the course in which the objectives are confined to a knowledge of limited specific content in a particular area of living, and in which sequential development is not a major goal. Such courses are not of the cumulative type and are usually though not always of less than a year's duration.

A summary of goals follows:

Cognitive Goals

1. To help the student learn to say certain phrases, expressions, and vocabulary commonly used in the foreign language in a variety of travel-related situations; to recognize them in print; and to understand them when spoken. There will also be a body of expressions which the student will come to understand without being able to say them.

2. To help the student learn to recognize and comprehend foreign language road signs, signs in department stores, and other material of this nature.

3. To introduce the student to different societies, to some of their great contributions to civilization, and to their way-of-life culture.

Affective Goals

1. To foster a positive attitude toward the foreign people, their language and way of life.

2. To help the student understand that travel in a foreign country is more enjoyable when one knows something about its language, people and culture, thus somewhat diminishing the well known emotional experience of culture shock.

*In keeping with the current trends as described by Valette and Disick, in Modern Language Performance Objectives and Individualization, Harcourt Brace, Jovanovich, 1972, page 10, the term "goals" is used to refer to broad, general aims, whereas specific aims are designated as "objectives."

OBJECTIVES OF THE LANGUAGE FOR TRAVELERS COURSE
(Linguistic and Cultural)

What are the students expected to be able to do and what should they know when they complete such a course ?

(NOTE: Course objectives must be adjusted to the type of students enrolled.)

Since this is not a sequential skill course, the students will not be taught to "put the language together"; otherwise, it will become a Level I course. Phrases and expressions will be learned as "formulas" with little or no grammatical analysis except to satisfy the manifested curiosity of the learners and when explanation or pointing out relationships can assist retention. For example, if the students have been taught to understand and say "How much does this cost?" they should not be expected to understand and say "How much do these cost?" unless this utterance had also been taught. Of course, some students will be able to make such deductions; however, it should not be an expectation.

It is necessary to note that some students enrolled in the course may not be linguistically oriented and consequently may have difficulty in achieving any degree of control over most of the phrases taught. Experience in the pilot classes has shown that the teacher must make a subjective judgment as to an acceptable level of performance. Level I criteria should not be applied.

Specific aspects of linguistic skills for which students are to be held responsible:

Upon completion of the course the student is expected to:

- say with understanding a certain group of phrases which have been taught for active control. Many of these phrases are listed in these Guidelines under CONTENT.

The teacher will set the level of performance that is acceptable.

See Valette text previously cited and discussion in previous paragraph.

- understand these phrases upon hearing them or seeing them in print. Again the teacher will determine the degree of comprehension acceptable and under what conditions.

- understand when heard or seen a wider group of expressions which have been taught as recognition vocabulary.

- read those utterances which he can say, and others as explained above, without necessarily being able to pronounce them. This category includes reading recognition of road signs, posters, signs in public places, e.g., Rauchen verboten (No Smoking), names and types of stores, train, bus and plane schedules. The student will not be expected to read such items aloud, nor to understand them when spoken, but merely to know their meaning when seen.

THE STUDENT IS NOT EXPECTED TO WRITE FOREIGN EXPRESSIONS FROM MEMORY IN THIS COURSE, EXCEPT GEOGRAPHIC NAMES, AND THE NAMES OF WELL KNOWN PERSONAGES STUDIED.

In summary, the linguistic skills categories involved are:

1. saying a limited number of expressions, phrases and words.

2. understanding these same phrases when heard.

3. reading these specific phrases, that is, being able to read them aloud or silently, knowing what they mean.

4. reading recognition and listening comprehension of a larger body of material without necessarily being able to speak it.

5. copying foreign words and phrases accurately into notebooks, etc.

6. reading recognition only of additional material without necessarily being able to understand it when heard.

*The stated objectives represent a 'floor" not a "ceiling." It has been found that the more academically oriented students usually prefer a greater emphasis on the language itself. This should be provided without making similar demands on the less linguistically talented.

WHEN TESTING, THE TEACHER MUST KEEP IN MIND THE SKILL CATEGORY IN WHICH EACH ITEM WAS TAUGHT. FOR EXAMPLE, AN ITEM TAUGHT FOR READING RECOGNITION ONLY WOULD NOT BE TESTED BY HAVING THE TEACHER SAY IT, BUT BY PRESENTING IT TO THE STUDENT IN PRINT ONLY.

Specific cultural aspects for which students are to be held responsible:

Upon completion of the course the student should:

1. be able to demonstrate his/her knowledge of the major cultural contrasts and similarities between the foreign country and the United States, to the extent that this information was part of the course.

2. be able to demonstrate a knowledge of the geography, highlights of the history, government, and other social institutions as well as famous personalities and places, contemporary and those of the past.

The teacher predetermines with the class the degree of expectation with regard to items one and two based on the specific content studied. It is assumed that during reports and discussions, the teacher will point out which items are for recognition, which for recall, and which aspects the student should be able to discuss in a critical fashion.

3. reflect through attitude questionnaires, checklists, etc., at least a tolerance toward the foreign cultures and peoples; at best, a genuine appreciation.

Examples of items for a questionnaire containing statements reflecting tolerance*:

a. Different people have different ways of living and acting.

b. You should not make fun of people who are different from you.

c. There is more than one workable system for expressing ideas...

(Check +1 if you agree, 0 if uncertain, -1 if you disagree.

Scoring: total +1's and -1's)

The standards for the cultural content of the course should be commensurate with what is expected of senior high school students in courses such as social studies. It is only in the linguistic area, particularly pronunciation of the foreign language, that a less stringent standard may be tolerated.

*From Valette, op. cit., page 132

CONTENT AND MATERIALS
German for Travelers

Linguistic

The following is an outline of linguistic categories to be covered, based on the usual, practical needs of travelers. These categories and the subsequent lists of pertinent phrases are based on the work of the pilot classes. They are included in most German travel books or lists. * As described in detail in the foregoing pages under the category of objectives, the words and expressions in these categories would not all be taught for oral control; some would be taught for recognition only, either when heard or encountered in print. It is essential that the teacher study the section on objectives in these guidelines in order to avoid the pitfall of attempting to teach everything for total mastery. Oral objectives for the phrases should be differentiated according to the estimated frequency of need for such expressions (e. g., "where is..." "how much..." are very high frequency); and the demonstrated ease or difficulty which individuals have in attempting to pronounce each phrase. According to the principle of individualized learning, there will be differences in ability to control each phrase designated for oral control. Hence, class objectives should be adjusted to individuals.

*See Berlitz German for Travelers and Say It in German, (Dover Publications) recommended for these courses.

Categories of Phrases (Not necessarily in order of presentation for classes; teacher should determine sequence of categories and incorporate it into course plan.)

I. MAKING FRIENDS

Introductions, greetings, invitations, some conversational expressions.

II. TIME AND NUMBERS

Counting to ten; numbers, days of the week, months, seasons, telling time, including 24-hour clock as used in schedules and timetables.

III. LEAVING U.S. AND ARRIVAL IN FOREIGN COUNTRY

Passports, going through customs, changing money, asking directions, buying tickets, means of transportation (taxi, subway, car rental, etc.).

IV. ACCOMMODATIONS

Types of accommodations (hotels, pensions), members of the staff, tipping, breakfast (usually different from American type).

V. DINING OUT

Types of restaurants, menu selections, asking and ordering, the check, compliments and complaints, service charge, tipping in restaurants, reading of menus in German.

VI. TRAVELING AROUND

Planes, trains, tickets, reading common signs, buses, subway, directions.

VII. SIGHT-SEEING

Wo ist...? (Here include names of various points of interest such

as museum, cathedral, monument, as well as some cultural material for enrichment.)

VIII. SPORTS

Stadiums, beaches, arenas, kinds of sports popular in the foreign country.

IX. SHOPPING

Kinds of shops, currency, import regulations into U.S., clothing, food, medicine, advice on spending, tourist pitfalls, bargaining, awareness and avoidance of illegal items.

X. SERVICES

Post office, banks, cable and telephone, filling stations, beauty salon, barbershop. Emergencies: doctor, dentist, embassy, consulate.

XI. CAR INFORMATION AND DRIVING

International road signs, asking directions, buying gasoline, trouble on the road (e.g., flat tire), accidents, driving etiquette of the foreign country.

XII. EXPRESSIONS REFERRING TO HOLIDAYS AND FESTIVALS

XIII. EXPRESSIONS FROM THE FOREIGN LANGUAGE USED IN ENGLISH

Names and places in U.S. which are in the language, or derived from it. (e.g., Kindergarten, Gestalt, Wurst, Pretzel, Sauerkraut, Bismark, S.D Hannover, Pa., Altoona, Pa.)

XIV. EXPRESSIONS TO HELP THE GERMAN VISITOR

NOTE: Teacher may and should add to these categories and to the phrase lists.

List of Some Pertinent Phrases - GERMAN

Starred items should be first taught for oral control. If unsuccessful, change to "understanding when heard," or "recognition in print," whichever can be achieved.

Teacher should add to the phrase list, if the class or individual students are interested in expansion in a particular area. The pilot classes showed considerable variance in terms of background, preparation and ability.

Teacher should acquaint students with the German sound system as it is explained in travel books, using English transcription given in the book. Recordings may be used, depending on sophistication of the group.

Only the formal address is used in the phrases. However, the use of formal versus informal address should be discussed in cultural terms.

In this type of course there is no need to place emphasis on the proper use of case and gender endings of the determiners: e.g., mein Bruder meine Schwester.

CATEGORY I - MAKING FRIENDS

Easiest to Say

Guten Tag*

Guten Morgen*

Gute Nacht*

Auf Wiedersehen*

Wie geht es Ihnen? (Wie geht's?)*

Danke, gut. Und Ihnen?*

Ich heisse. . . *

Wie heissen Sie?*

Herr*

Frau* (Explain that unmarried women are addressed as "Frau" once they have reached middle age.)
Fräulein*

Das ist mein Freund*

Das ist mein Bruder*

Das ist meine Schwester*

Das ist mein Vater*

Das ist meine Mutter*

Sprechen Sie Deutsch?*

Sprechen Sie Englisch?*

Ich spreche Deutsch. (kein Deutsch)*

Ich spreche Englisch. (kein Englisch)*

Ich bin Student*

Ich bin Tourist*

Ich bin Amerikaner*

Ja . . . Nein*

Natürlich*

More difficult to say

Ich verstehe nicht

Sprechen Sie langsam

Wie bitte?

Das macht nichts

Was ist los?

Wo wohnen Sie?

Ich wohne in Washington

Geben Sie mir bitte Ihre Adresse

→ Consult Berlitz German for Travelers, pages 10 - 13

CATEGORY II - TIME AND NUMBERS

Easiest to say

Counting 1 - 20*

Counting 21 - 100

Wieviel Uhr ist es?* (replies)

Days of the week*

Wann kommen Sie?*

Ich komme Montag*

Ich komme um 8 Uhr*

Ich komme am Morgen*

Das Wetter* (Celsius versus Fahrenheit)

Es ist heiss*

Es ist kalt*

Es ist warm*

Es ist sonnig*

Have students read the weather reports in So Ist Es!, pages 8 - 9

More difficult to say

Most of these expressions will probably be taught for understanding when heard or seen in print, with individual differences.

24 hour clock

timetables

the date (erste, zweite, dritte)

months

seasons

clothing sizes

Heute

Morgen

Gestern

Reading and understanding prices: DM 5.25, DM 18.60, etc.

→ Consult Berlitz, German for Travelers, pages 184 - 191

CATEGORY III - IV - LEAVING U.S. AND ARRIVAL IN FOREIGN COUNTRY; ACCOMMODATIONS

Easiest to say

Danke, mein Herr*

Danke, meine Dame*

Die Fahrkarte, bitte*

Wo ist die Toilette* (Herren - Damen)?

Wo ist der Zoll?*

Wo ist der Bahnhof?*

Wo ist der Flughafen?*

Wo ist die Maschine nach London?*

Wo ist das Hotel?*

Wo ist die Jugendherberge?*

Ich möchte . . . deutsche Mark*

Ich möchte . . . ein Zimmer*

Ich suche . . . mein Geld

Hier ist mein Pass*

Hier ist mein Gepäck*

Hier ist mein Koffer*

Hier ist meine Flugkarte*

Hier ist meine Fahrkarte*

Was kostet das (pro Tag)?*

Die Zimmernummer ist . . .

More difficult to say

Wann kommt der Zug?

Wann kommt der Bus?

Ich möchte eine Fahrkarte nach Berlin.

Ich möchte ein Zimmer mit Bad.

Ich habe nichts zu versollen.

Entschuldigen Sie

→ Consult Berlitz, German for Travelers, pages 20 - 30

Signs for recognition only:

Auskunft	Abfahrt
Bahngleis	Ankunft
Fundbüro	Verkehrsamt
Geldwechsel	

Students should look at the signs in So Ist Es!, pages 10 - 13.

CATEGORY V - DINING OUT

Easiest to say

die Speisekarte*

die Getränkekarte*

Bringen Sie . . ., bitte*

die Rechnung*

Herr Ober*

Fräulein*

ein Tisch für zwei (vier, etc.)

Ist der Tisch frei?*

Ist der Stuhl frei?*

Was essen Sie?*

Was trinken Sie?*

Ich esse . . .*

Ich trinke . . .*

das Frühstück

das Mittagessen

das Abendessen

das Wasser* (Ich möchte Wasser, etc.*)

die Milch*

das Brot*

der Kaffee*

das Bier*

der Wein*

das Fleisch*

das Gemüse*

die Kartoffel*

das Ei*

Ich habe Hunger*

For recognition only

Gasthaus	Konditorei
Restaurant	Ratskeller
Weinstube	Raststätte
Imbisshalle	Ist Bedienung inbegriffen?

Notes:

1. Reading knowledge of names of common foods found on menus. All students in the pilot classes made their own menus and were able to read and understand them.

2. The Berlitz text contains a very detailed section on names of foods, dishes and beverages. Teacher and students decide which names they will learn to say or recognize. The German cookbooks used in the pilot classes have ample pictures to acquaint the students with the better known German dishes.

→ Consult Berlitz German for Travelers, pages 40 - 64.

CATEGORY VI AND VII - TRAVELING AROUND; SIGHTSEEING

Easiest to say

Wo ist . . . ?*

Gehen Sie rechts*

Gehen Sie links*

Gehen Sie geradeaus

die Bank*

der Scheck*

der Wechselkurs

die Mark*

der Pfennig*

der Franken*

der Rappen*

der Schilling*

der Groschen*

Students in the pilot classes periodically checked the exchange rates.

der Eurailpass*

die Strassenbahn*

der Bus*

die U-Bahn*

der Zug*

das Taxi*

die Strasse*

der Platz*

die Kirche*

das Kino*

das Theater*

das Museum*

der Film*

das Schloss

More difficult to say

Understanding and recognition

Wann fährt der Bus?

Wann fährt der Zug?

die Vorstellung

Welcher Bus fährt nach?

Haltestelle

Signs: For recognition only

Eintritt verboten	Erste Klasse
Eingang	Zweite Klasse
Ausgang	Raucher
Fahrstuhl	Nichtraucher
Fahrkarten	Schlaf-wagen
Eintritt frei	Speisewagen

→ Consult So Ist Es!, pages 22 - 23, 34 for signs

Notes: The different types of trains are explained in Berlitz German for Travelers, page 66.

→ Consult Berlitz German for Travelers, pages 65 - 80 for further expressions.

CATEGORY VIII - SPORTS

Easiest to say

Fussball*

Ich spiele Fussball*

Ich spiele Tennis*

Ich spiele Schach*

Ich spiele Karten*

Schwimmen*

Fahrrad*

Tennis*

Skifahren*

Wasserski*

Schach*

Reiten*

der Zeltplatz*

der Golfplatz*

der Tennisplatz*

das Schwimmbad*

der Strand*

das Boot* (Segelboot, Motorboot, Paddelboot)

das Fussballstadion*

Ich möchte . . . mieten.

Signs: Recognition only

Schwimmen verboten Keine Wohnwagen

Umkleidekabine

→ Consult Berlitz, German for Travelers, pages 87 - 90.

CATEGORY IX - SHOPPING

Easiest to say

Haben Sie . . . ?*

Ich möchte . . . kaufen. *

Ich möchte das. *

Nein, danke. *

Ist das alles?*

Das ist alles, danke.

Wie viel kostet das?*

Das ist zu teuer. *

Das ist zu billig. *

Das ist schön. *

die Grösse

Meine Grösse ist . . .*

die Farbe*

rot, blau, grün, schwarz, weiss, gelb*

More difficult to say

Wo gibt es . . ?

Zahlen Sie an der Kasse.

die Quittung

Recognition

das Kaufhaus	die Drogerie
das Kleidergeschäft	die Apotheke
das Schuhgeschäft	der Zeitungskiosk
die Bäckerei	das Reisebüro
der Supermarkt	das Papiergeschäft
das Photogeschäft	

Signs

Erste Stock das Stadtzentrum

das Gift (poison)

Note: Students in the pilot classes gained oral control of the essential vocabulary for clothing. They memorized their shoe, shirt and dress sizes and became acquainted with the metric system of weight and measurement.

→ Consult Berlitz German for Travelers, pages 97 - 128.

CATEGORY X - SERVICES

Easiest to say

die Bank, etc. (consult Category VI - VII)

die amerikanische Botschaft*

das Postamt*

der Brief*

die Postkarte*

die Briefmarke*

der Fernsprecher

die Telefonnummer*

das Telegramm*

der Arzt*

der Zahnarzt

das Rezept*

das Krankenhaus*

die Polizei*

More difficult to say

Ich möchte telefonieren

Einen Augenblick, bitte

Ich bin krank

Ich habe einen Schmerz im Kopf, etc.

Note: Most students in the pilot classes learned the parts of the body for oral control.

Recognition

Luftpost	der Frisiersalon
die Wäscherei	die Reinigung

Signs

Vorsicht	Gefahr
Achtung	

→ Consult Berlitz German for Travelers, pages 134 - 141, 166 - 181.

CATEGORY XI - CAR INFORMATION AND DRIVING

Learn comparison of kilometers and miles and liters and gallons.

Easiest to say

die Tankstelle*

die Garage*

das Auto, der Wagen*

die Landkarte*

der Tank*

die Bremse*

der Motor*

der Reifen*

Volltanken, bitte!*

die Autobahn*

More difficult to say

der Führerschein

der Unfall

Rufen Sie bitte die Polizei

Wie viel Kilometer ist es nach München?

Note: Berlitz text, pages 142 - 159, has a complete repertoire of terminology for driving in a German-speaking country, including signs likely to be encountered (pages 160 - 161)

Other signs for recognition

Achtung	Halt, Polizei
Gefahr	Kurve
Parken verboten	Geschwindigkeit
Einbahnstrasse	Überholen verboten

CATEGORY XII - HOLIDAYS AND FESTIVALS

Easiest to say

Weihnachten* (Frohliche Weihnachten)

Neujahr* (Ein Gutes Neues Jahr)

Ostern*

More difficult to say

Ostermontag

Pfingsten

der erste Mai

Himmelfahrt

Allerheiligen

Regional wine festivals: Weinfest. Most famous wine festival is in Ba. Dürkheim "Wurstmarkt". Oktoberfest (München)

Weihnachtsmarkt - Christkindlmarkt (Nürnberg)

Karneval - Fasching (Köln, München, Mainz)

Consult Berlitz German for Travelers, page 189.

Some best known German songs: students should be able to recognize them when heard and possibly learn one or two.

Stille Nacht, heilige Nacht

O Tannenbaum

Du, du liegst mir im Herzen

Ich weiss nicht, was soll es bedeuten (die Lorelei)

→ Consult County German Curriculum Guide for other songs.

CATEGORY XIII - GERMAN WORDS AND EXPRESSIONS USED IN ENGLISH

To show relevance of German to English. Both languages are of Germanic origin, hence the large number of cognates.

See the chapter "Die Deutsche Sprache", pages 2 - 25, Im Wandel der Jahre (used as resource material in County schools). A reading passage, created entirely from cognates, is interesting for the students and proves a point.

Some cognates:

Butter	warm
Mutter	kalt
Vater	Hand
Lunge	Ellbogen
Lippe	bringen
Finger	sinken
Fuss	waschen

Examples of words borrowed from German and incorporated into English. (A cultural import.)

Kindergarten	Blitzkrieg
Weltschmerz	Putsch
Gestalt	Wunderbar
Wanderlust	Ersatz

Point out to students that German has borrowed many English words, especially in recent times in the area of technology.

Many imported food words:

Sauerkraut	Apfelstrudel
Kuchen	Zwieback
Pfeffernüsse	Wurst
Stollen	Pretzel
Frankfurter	etc.

CATEGORY XIV - EXPRESSIONS TO HELP THE GERMAN VISITOR IN THIS COUNTRY

A travel guide in reverse. There are many cultural contrasts. Students could collect points of advice for the German tourist in Washington. (e.g., the tip is not included in the bill here, but has to be left on the restaurant table.)

Some vocabulary for the visitor to Washington:

das Weisse Haus

die Regierungsgebäude

das Verteidigungsministerium (Pentagon)

die Cafeteria (Selbstbedienungs restaurant)

Common expressions to say and/or recognize

Was ist los?	Wie	Wer
Wann	Wo	Was wünschen Sie?
Kommen Sie!	Viel Glück!	Gute Reise!
Alles Gute!		

CONTENT AND MATERIALS

CONTENT CULTURAL

Aspects of Culture - German

The major German-speaking areas are the Federal Republic of Germany, the German Democratic Republic, parts of Switzerland, Austria and Liechtenstein. The German language can also be a useful asset for the traveler in the Scandinavian countries. Of the two Germanies, West Germany is the primary focal point, because it is far more accessible to the average tourist. Materials and films are readily available. However, it is worth noting that most travel guides now include a section on East Germany. (The Harvard Student Guide Let's Go: Europe (SEE MATERIALS) gives very detailed tips to the traveler in the GDR regarding border crossing and currency regulations.) In the pilot classes East Germany was explored in terms of individual student projects.

This course does not try to deal with German culture in depth; it should acquaint students with some of the major aspects and leave them receptive to cultural differences and sufficiently interested to want to explore specific areas on their own. It is important that the teacher plan to have cultural projects in progress concurrently with each of the Linguistic Categories previously discussed.

→ Consult upper level German Curriculum Guide for books on German culture available in English.

Examples of cultural units integrated with the linguistic categories

A. Cities of the German-speaking World

Pertinent linguistic categories being taught → Arrival
Accommodations
Dining Out
Shopping; services
Sightseeing
Time and numbers

Pertinent cultural categories →
- Geography
- History
- Popular customs
- Comparisons and contrasts (with one another and with U.S. cities)
- Buildings and Monuments
- Architecture
- Theatre
- Museums
- Industries
- Parks, restaurants
- Places of recreation

etc.

Note: projects on industries and products can be related to shopping. What American products are sold in Germany?

Popular customs considered in terms of cultural contrasts.

Sightseeing with a view toward famous places of interest, their history and reason for being.

Cities compared:

Hamburg - München (North German versus South German)
Bern - Zürich
Berlin - Bonn (the old versus the new capital)
Berlin - New York
etc.

B. Foods

Pertinent linguistic categories → Dining out
Money
Accommodations
Shopping
German names of foods used in English

Pertinent cultural categories →
- Cuisine of Germany's regions, Austria, and Switzerland
- German eating habits vs. American
- American foods and bevera popular in Germany
- Aspects of agriculture and food industry
- European Common Market
- German restaurants (both in Europe and U.S.)
- German foods in U.S.
- Making of cheese, wine, b
- German food festivals (bee wine, cheese, asparagus, pretzel)
- Pastries

C. Countries and Regions

Pertinent linguistic categories →
Arrival
Traveling around
Car information
Accommodations
Money exchange
Holidays - festivals
Sightseeing
Time
Dining out

Pertinent cultural categories →
- Geographic names
- History
- Folklore - legends
- Famous persons
- Films
- Fiction
- Industries (especially German cars)
- Government and politics
- Communications
- Magazines and newspapers
- American foreign policy in Europe

etc.

D. Sports

See sports under linguistic categories

Pertinent cultural categories →
- Popular games, e.g., soccer
- Contrast soccer and football
- Bicycling (racing and recreation)
- Hiking - Youth Hostels
- Mountain climbing
- Winter sports
- Car racing
- Gymnastics
- Board games (chess, "Dame", "Mühle," etc.

E. The Arts

Pertinent linguistic categories	Sightseeing and entertainment Traveling around	Pertinent cultural categories	
→		→	• Music, including popular and classical composers, e.g., Beethoven, Strauss • Songs • Films, plays • Ballet • Authors (Brecht, Hesse, Crass, Böll, Thomas Man • Paintings • Painters • Theatre, opera • Television • Famous performers, e.g. Marlene Dietrich, Hildegard Knef • Youth singers • Impact of American comte porary fine art on German art • International art exhibit "Documenta" • American popular music in Germany

F. The German-speaking people in the United States

Linguistic : German expressions in the English language, place names (see Category XIII)

In addition the following place names in the United States:

California	Connecticut	Illinois	Maryland
Anaheim	Baltic	Hanover*	Berlin
Hamburg	Berlin	New Minden	Vienna
			Waldorf

Michigan	Minnesota	North Dakota	Pennsylvania
Brunswick	Brunswick	Bismark	Altoona
Frankenmuth	Danube	Munich	Berlin
Frankfurt	Friesland	Leipzig	Hanover*
Friedberger			Heidelberg
Hanover*			New Berlin
			New Berlinville

* Hannover in German

Cultural

The German elements in Pennsylvania, Milwaukee, Wisconsin, Texas, and Minnesota.

Special focus on the Amish and the Mennonites

Field trip to the Pennsylvania Dutch area around Lancaster, Pennsylvania. (Students should understand that "Dutch" in this context means German, from Deutsch.

Famous Germans in America: Baron von Steuben, Karl Schurz, Sutter, Karl Steinmetz, Babe Ruth, Wernher von Braun, Paul Tillich, etc.

G. Cooking projects in class

In the semester-end evaluation, cooking was voted the most popular activity in the pilot classes. The pilot class was equipped with an electric skillet and a double burner hot plate. Some of the food (especially baking) was done by the students at home, but a good deal of it was done in the classroom. The cost was shared by the class. Quantities were adjusted to class size.

The following dishes were prepared by the pilot classes:

1. "Bratwurst" with German potato salad, cucumber salad and German rye bread.
2. Swiss Fondue (an electric Fondue pot was used for this), white bread
3. Potato pancakes, applesauce and red cabbage.
4. "Bockwurst", sauerkraut, German potato salad.
5. German apple pancakes with cinnamon and sugar.

Desserts: Apfelstrudel
Schwarzwälder Kirschtorte
Frankfurter Bettelmann (apple pudding)
Kirschkuchen
Streusselkuchen
Bienenstich
Sacher Torte
Christmas project: Gingerbread house

→ Consult: Cooking of Germany and Central European Cooking (Garland Books); Cooking of Germany and Cooking of Vienna's Empire (Time-Life Books) SEE MATERIALS LIST

H. Examples of topics chosen by individual students and/or groups for study and presentation in class.

Famous Germans in America

The Pennsylvania Dutch

National Stereotypes: How do we see the Germans? How do they see us?

Germany and Democracy

The three "Reiche" of Germany

The government of West Germany

Comparison of the German and the American school systems

Customs and Festivals

Beer-making in Germany

Music of German and Austrian classical composers (Two students presented a tape collage with their report.)

German industry

German food and restaurants

The Black Forest region

The Rhine and its legends

Heidelberg

München

The castles of Bavaria ("Mad" King Ludwig II)

Hamburg and Schleswig Holstein

Berlin - East and West

East Germany (special emphasis on education and youth)

Media in Germany

Americans in Germany

Jews and Germany

Martin Luther

Robert Koch

Wilhelm Röntgen

Women's Lib in Germany

German family life

How to prepare for a trip to Europe

Nazi Germany (resistance movement against Hitler)

Hermann Hesse

Other projects: road signs; all students made menus, Christmas cards

MATERIALS, LINGUISTIC AND CULTURAL

The pilot classes used through adaptation many of the materials already available in the foreign language department, or in the school library. Some items were especially purchased for the course. A large number of booklets, brochures and maps were obtained free of charge from embassies, airlines, and tourist offices of the respective countries.

BOOKS

Linguistic:

German for Travelers, Berlitz, Crowell, Collier and Macmillan, Inc., 1970. (one copy per student, accompanying record for class use)

Say it in German, Mathieu, Gustave and Stern, Guy. Dover Publications, New York, 1957.

So Ist Es! Sparks and Reichman. Harcourt Brace Jovanovich, Inc., New York, 1972.

Note: All these texts are on the County Foreign Language Textbook and Materials List

Pertinent Reference: General Language; Holt, Rinehart, Winston. Chapter 9.

Cultural: (Use ERIC: Proceedings of Pre-Conference Workshop on Cultu November, 1971. ERIC #060697. In all schools.)

Germany - Time-Life Series on countries, 1968.

Switzerland - Time-Life Series on countries, 1969.

Germany. E. Fodor. David McKay Company, 1973.

Germany. West and Berlin. The Dickens Press, 1973.

The Germans. A. Schalk. Prentice-Hall, Inc., 1971.

The West Germans, How They Live and Work. Reginald Peck. Praeger Publishers; 111 4th Avenue, New York, 10003.

Let's Go: Europe (student guide) Harvard Student Agencies. E. P. Dutton and Company, 1974-75. (includes East Germany)

Area Handbook for East Germany U. S. Government Printing Office 1972.

Germany Beyond the Wall. J. Smith. Little Brown, 1969.

Switzerland. Michelin, 1973.

Switzerland and Liechtenstein. E. Fodor. David McKay Company, Inc., 1974.

World Budget Guide to Switzerland. Meridian Books, 1972.

World Budget Guide to Austria. Meridian Books, 1972.

Austria. E. Fodor. David McKay Company, Inc., 1974.

All the Best in Austria. S. Clark. Dodd Mead, 79 Madison Avenue, New York, 10016, 1973-74.

German Cooking. Garland Books, 10 East 44th Street, New York, 10017, 1973 (Available at Brentano's Book Stores)

Central European Cooking. Garland Books, 10 East 44th Street, New York, 10017, 1973 (also available at Brentano's)

The Cooking of Germany. Time-Life Books

The Cooking of the Viennese Empire. Time-Life Books

Curriculum Guide for German. Prince George's County Public Schools, Upper Marlboro, Maryland, 20740.

FREE MATERIALS

Booklets obtained free from the GERMAN INFORMATION CENTER 410 Park Avenue, New York, 10022.

Germany, a directory for teachers and students. German Information Center, 1973. (contains all pertinent addresses)

Facts about Germany. Office of the Government of the Federal Republic of Germany (Bonn), 1973.

Meet Germany. Atlantik-Brücke, Hamburg, Germany, 1971.

These Strange German Ways. Irmgard Burmeister. Atlantik-Brücke, Hamburg, Germany, 1971. German Information Center, 410 Park Avenue, New York, 10022.

Note: The Swiss National Tourist Office, 608 Fifth Avenue, New York, 10020, and the Austrian Institute, 11 East 52nd Street, New York, 10022, also provide booklets and brochures free of charge.

Carl Schurz Association: 339 West Walnut Street, Philadelphia, Pennsylvania, 19106.

FILMSTRIPS

Berlitz Pathescope Series (available in most senior high schools in Prince George's County). The following lessons can be used successfully with some adaptation:

No. 1 - Flight to Germany
No. 3 - Hotel
No. 4 - Restaurant
No. 5 - Hours, Days, Months
No. 8 - Marketing
No. 10 - Colors
No. 11 - Museum - München
No. 16 - Traveling by Train
No. 17 - Vienna
No. 20 - Lorelei
No. 21 - Post Office
No. 29 - Bank

Lands of German Tradition. Holt, Rinehart and Winston, Inc. (In all senior high schools.)

FILMS

Films from the Audio-Visual Center in Bladensburg, Maryland. See catalog published annually and distributed to schools. Pre-order early in semester. Use Foreign Language and Social Studies lists.

Other sources of films: All films not on approved lists of the school system must have prior approval; must be viewed by members of the German Materials Evaluation Committee before showing to students.

1. Modern Talking Picture Service, 2000 L St., N. W., Washington, D.C. 20036.

   Christmas in Germany
   Olympic Games in Munich, 1972
   About Sports in Germany
   Europe

2. Austrian National Tourist Office, 545 Fifth Avenue, New York, N. Y. 10017.

3. Austrian Embassy, 2343 Massachusetts Avenue, N. W., Washington, D. C., 20008. (Films must be picked up and returned to Embassy)

   Spanish Riding School
   A Journey Through Austria

4. Embassy of Switzerland, 2900 Cathedral Avenue, N. W., Washington, D. C., 20008.

5. Film lending service - Tribune Films, Inc., 38 West 32nd St., New York, N. Y., 10001.

OTHER RESOURCES

Holt Flashcards from Verstehen und Sprechen

Map Outlines - Europe. Milliken, 611 Olive Street, St. Louis, Mo, 63101.

Train Schedules, etc., from German Federal Railroad Agency, 11 West 42nd Street, New York, 10036.

Posters from airlines, tourist offices, etc.

Periodicals:

1. Schweizer Illustrierte

2. Rundschau (in English) Carl Schurz Association, 339 West Walnut Street, Philadelphia, Pennsylvania, 19106.

3. International Scala Edelweis Publishing Company, 110 Main Street, Nuremberg, Pennsylvania, 18241.

4. Das Rad Scholastic Magazines

Disc: Getting Around in German, Holt, Rinehart, Winston

Fiction and Nonfiction approved works in school library

Resource persons and places in the community: German foods in the supermarket; German car sales, German products.

Field trips:
German Embassy
Austrian Embassy
Swiss Embassy
German restaurants
Oktoberfest, German Orphanage, Upper Marlboro, Md.
Pennsylvania Dutch area around Lancaster, Pennsylvania
German Fasching, celebrated every year (early February at one of the County senior high schools

Transparencies - teacher or student-made

German Vocabulary I, Milliken, 611 Olive Street, St. Louis, Mo., 63101.

METHODOLOGY

A student-centered approach with teacher-pupil planning is advocated, utilizing units based on broad cultural themes, as presented in the preceding section of this guide. For a graphic representation of the principle of student-centered teaching, see this section, page 41.

Various linguistic categories, as previously presented, should be incorporated into the units. Certain linguistic categories may be relevant to a number of cultural themes; in keeping with the principle of re-entry, certain phrases may be "re-entered" and reviewed in other contexts. For example, the phrases pertaining to cars and driving may be appropriate under Cities, Countries and Regions, Sports, etc. Conversely, any phrases not closely related to the current cultural theme, but which are unquestionably necessary for the traveler, should be taught.

Suggestions for the teacher of the travel course

Linguistic and Cultural

1. Have students keep a notebook in the course for both linguistic and cultural material to be remembered. Present an overview of the course at the beginning. Take a pragmatic view, stressing the practical and useful, actual travel situations, i. e., "You are on a plane, about to land in Frankfurt. What do you need to know?" "You are in a restaurant in Munich. What are some German expressions or words which would be helpful?" "You are about to go on a trip to Germany. How would you go about making plans? What knowledge about Germany might help make your trip more enjoyable?"

2. Ascertain whether any students are actually planning to take a trip. Capitalize on this fact.

3. Utilize any students in the class who have had the foreign language or who are currently enrolled. They can help students with pronunciation and also play the part of "native speaker" in simulated situations.

4. Use minipac and culture capsule technique as one way of providing for individual cultural study. A culture capsule may be described as an information packet or sheet contrasting the American and foreign aspect of one cultural phenomenon. (Example: Grocery shopping in U. S. and in Austria; weddings in U. S. and in Germany. A minipac or learning activity packet (LAP) can be a set of worksheets with tasks for the student to do. It can include viewing of A-V materials as part of the task, listening to a tape, etc., in addition to reading tasks. It should contain some type of self-correcting test. Also the teacher should have a test (not in packet) which student asks to take on completion of the pac. Not all the materials to be used need be in the packet. The student is told on the worksheets where certain materials are located.)

5. Use the unit approach with large and small interest groups.

6. Use the contract approach when appropriate. The unit, the minipac, and the contract approaches can be simultaneously employed. Reports and panel discussions can be a part of any approach.

7. Use simulation (role-play) in cultural/touristic situations. Encourag students to plan and introduce reports and other activities.

8. Try to obtain pen pals for interested students (youngsters in the foreign countries who are studying English). See A Directory for Teachers and Students of German, German Information Center, 410 Park Avenue, New York, N. Y. 10022.

9. Provide opportunities for the students to actually prepare some of the representative dishes of the foreign countries.

10. Utilize the filmstrips in the language department in addition to those available in the library. For those which are not accompanied by recorded narrations, provide commentary while showing them. The pilot teacher also tried using the foreign narration while the students had the English script before them. This was followed by a discussion of the content. This procedure may help the students "grasp the flavor" of the foreign language, without actually understanding most of the words.

NOTE: The Berlitz Pathescope sets deal specifically with traveling to the foreign country. Though some frames may appear out of date (early 1960's) to students because of such things as car models and skirt lengths, the vocabulary, the situations, and the places are authentic. Discuss this point with the students; determine through discussion which aspects of frames still apply. Include orientation toward cultural contrasts.

11. Arrange field trips to local places of interest such as German, Swiss or Austrian Embassies; foreign films with English subtitles, e. g., Circle Theatre; German and Swiss restaurants. TEACHER PREVIEW ALL FILMS BEFORE TAKING STUDENTS!

SUGGESTIONS FOR TEACHING WORDS AND PHRASES

(Refer to discussion on objectives in first section of this guide.)

1. Decide whether the item will be taught for oral control, understanding when heard, reading recognition, or all three. (The objective can be modified according to individual abilities.)

2. For teaching for oral control:

a. Use conventional audio-lingual techniques judiciously and cautiously. Present item in various contexts rather than in successive repetition in the same context. Most repetition should be accompanied by some type of visual representation such as flashcards like the Holt or teacher-made flashcards; usually the printed phrase should be in view of the student. Also have students make their own self-helping devices which they can use with one another, e.g., student-made flashcards, cartoon type drawing, mounted photographs, or magazine cut-outs.

b. Use forward or backward buildup if it appears to be successful. No long sentences should be attempted (more than four words).

c. Have students learn alphabet of the language and the sound transcripts as they appear in a travel book such as the Berlitz text. Teach them to use this text or one like it to learn to pronounce expressions that are new to them hence to use this book as a tool in an actual travel situation.

d. Students should copy phrase into their notebooks after it has been taught.

e. Associate the words with English cognates when possible.

f. Teach students to use recording booths in language lab; practice should be in short sessions. (Only those more interested in language itself.)

3. Do not require pronunciation of words or phrases being taught for listening comprehension or recognition only. Use many visuals and realia.

4. Point out to students any forms of punctuation different from English.

5. Have students organize the linguistic section of their notebook alphabetically and bilingually, i.e., English section and foreign language section. Each item to be remembered is entered in both sections. More serious students should learn to spell some of the more common expressions in the foreign language.

Suggested operating procedures for class sessions

PHASE I

- Oral practice of phrases designated for oral control (short segment)
  Teacher-directed with some or all
  More able students may be in recording booths or with tape recorder or phonograph with jack-box.
  Groups for study of recognition material

PHASE II

- Interest groups investigating cultural topics. (Have materials available in class; some could be in library or media center.)

PHASE III

- Some type of cultural reporting, discussion (student-led at times), panels, role-play. (Establish procedures with class for these activities.)

PHASE IV

- Assessment
- Quizzes, tests
- Evaluation discussions
- Planning

Phases I and II - daily

Phase III - several times weekly

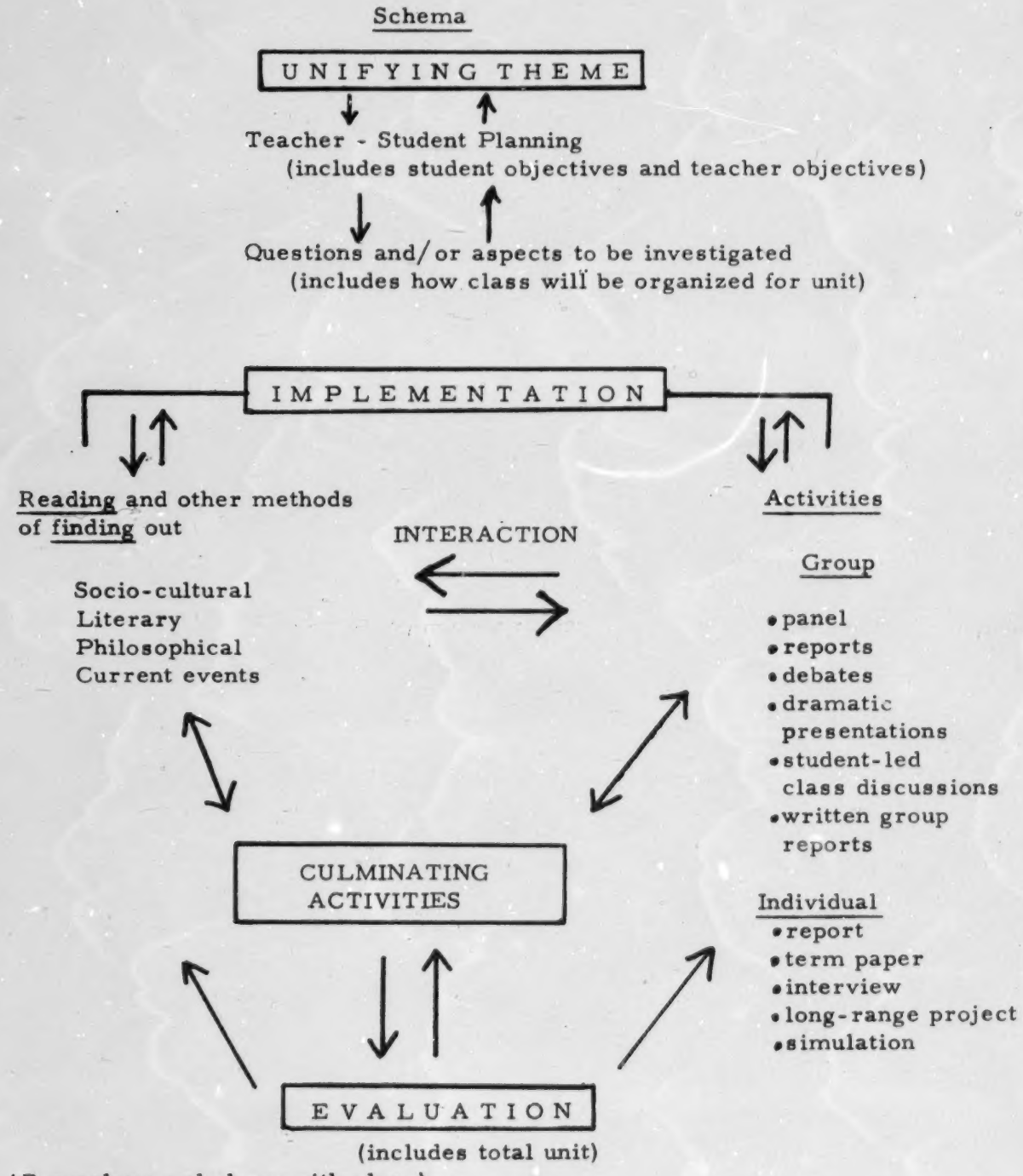
Phase IV - weekly; quizzes several times weekly

Some students, with the teacher, could prepare lists of materials or collect material to be used as sources, as part of their class projects. One example is investigating the fiction and nonfiction books in the school library which concern the culture of the country, or building a collection of newspaper and magazine articles and pictures.

NOTE: The teacher should study the schema on student-centered teaching which follows: the Elaboration of Schema which accompanies it.

TEACHING BY STUDENT-CENTERED UNITS

Schema



(Reproduce and share with class)

ELABORATION OF SCHEMA

1. Principle should be established that all are responsible for recalling certain designated portions of reports other than their own. The teacher should summarize for the class or "bring together" the main points of each report, pointing out important concepts or facts.

2. Students should receive a number of grades during unit.

3. An important part of Evaluation is student discussion of weak and strong points of the unit as they carried it out. They might ask themselves: How well did we accomplish the tasks we set for ourselves? How well did we resolve the questions asked in the beginning?

4. Students and teacher should evaluate student reports in terms of effectiveness. Reporters should be required to use visual supports, e.g., drawings, pictures, overhead, filmstrips, a source book -- and a minimum amount of notes.

5. Standard operating procedure for reporting should be evolved with the students. For example, it is better if the reporter prepares a group of questions for the audience to listen for. These questions might be written on board, or on transparency. The questions are discussed after the report, with student leading discussion.

The treatment of errors in content in oral reporting should be agreed upon. An effective technique is the following:

The teacher takes notes on errors during report -- as inconspicuously as possible -- and hands the student the notes after his report. The teacher reproduces errors from all reports (no names) and discusses them with class the following day. The most glaring errors should be discussed with the class during the summarizing period.

TESTING

Words and Phrases

As stated in this guide on pages 4 and 9, words and phrases should be tested according to the objective designated for the items when they were taught. Students should not be required to write from memory on a test any item in the foreign language except geographic names and names of persons. This rule may be modified for academically oriented students.

Caution: No text should last entire class period.

> On all tests students should be told the level of performance expected for passing. Students should be permitted to re-take once tests they have not passed, after an interval of further study.

Frequent quizzes are necessary for feedback. They should be short. Some quizzes can take the form of team competitions resembling "spelling bee," or other games.

Speaking Tests: The following procedure ins suggested:

- Have short oral quizzes during week on words and phrases being taught. Students are called upon quickly to give the foreign expression for the English given. Flashcards can be used;
- or, while t acher is testing individuals, others are workin; on their own or in small groups on cultural or linguistic matters;
- or, teacher could prepare test tape and have students at recording boot s responding. The teacher could monitor each of these students; in the language laboratory he could record a portion of each student's recitation by placing a blank tape on channel #1, placing it in record mode. Booth activity can be used for oral translation from the foreign language to English.

Example of such a taped test: Give the German equivalent of: _____,

_____, etc., with a pause for each student reply.

NOTE: Pronunciation should not be held to Level I standard but to a criterion of comprehensibility. No emphasis is placed on correct case and gender endings if a determiner is used.

Listening Comprehension Tests:

In teaching phrases and words for listening comprehension, it is desirabl in this course, to have the printed form before the student in the beginning. If the aim is listening comprehension (versus reading recognition), then the printed form is removed at some stage of the learning.

Hence, listening comprehension tests should be of the following types:

- Students hear an item and they are to encircle the meaning among a group of meanings given.
- Students hear an item and they copy the correct form from a list on the board or paper.
- Students hear an item and they are to write the English meaning.
- A game-type quiz might be the following:

  The teacher (or student leader) gives a certain word or phrase, e.g., das Wasser. Student called upon must perform some action to show he understands such as throwing head back as if drinking.

→ Teacher should encourage students to create games of various kinds to help class members learn the phrases. See Let's Play Games in German by Elizabeth Schmidt; National Textbook Company, Skokie, Illinois, 60676, 19

Reading Recognition Tests:

Multiple Choice or Matching tests are useful in testing reading recognition or signs, street directions (left, right, etc.), schedules etc. Again, have students devise games to quiz one another, including social or touristic situations: "You have rented a car in Heidelberg. You are stopping at a restaurant. You have just stepped out of your car and you see the sign: Parken verboten. Tell what it means."

Students might take turns copying phrases on overhead projector and calling on individuals to give meanings.

Culture

Tests should evolve from the content of the cultural units and projects in which the class engages. Only material agreed upon for retention should be used in tests.

Tests can be multiple choice, matching, essay, completion, true-false. See Objectives, page

NOTE: In the affective domain, teacher might prepare an attitudinal survey concerning the language and culture which the students fill out at the beginning of the semester; at the end of the semester the survey forms are returned to the students, asking them if they wish, to make any changes in their replies as a result of the course.

GRADING

Within the policies of the school, the teacher should set performance criteria for each letter grade. Also, the course could be set up under a contract method with the students, determining what is expected under each letter grade.

STUDENT EVALUATION OF COURSE

The school system must continue to receive information about student opinions in this new course. It is requested that towards the end of the semester the teacher prepare a questionnaire for student reaction, the results of which should be submitted to the Foreign Language Office of the Central Administration

The results of the questionnaire should be discussed in the department and desirable modifications made in the next semester of the course session.

Some questions which appeared on pilot teachers' evaluation questionnaire

1. Questions on content.
   Was it what students had expected?
   Was sufficient time spent on phrases and words?
   Was sufficient time spent on investigating cultural topics?
   Aspects or topics students liked best about content.
   Aspects liked least.

2. Questions on materials preferred -- books, filmstrips, films, tapes, transparencies (students' opinions of materials)

3. Questions on method:
   Lecture; student-centered; field trips

TESTING: (Teachers should reproduce these tests for students)

SAMPLE TESTS - Northwestern Senior High School Pilot Classes

Sample One - Listening Comprehension - 24-hour clock

Before the German test below is given, the student should have learned its two components through separate exercises:

a) understanding time of day when it is stated in German

b) relating 24-hour clock to conventional clock

Ankunft					
Frankfurt a. M.	13. 05			Zürich	20. 30
Hamburg	14. 08			Genf	20. 5
Berlin	15. 15			Basel	21. 22
München	17. 45			Salzburg	22. 50
Wien	18. 10			Köln	23. 40
Düsseldorf	19. 20				

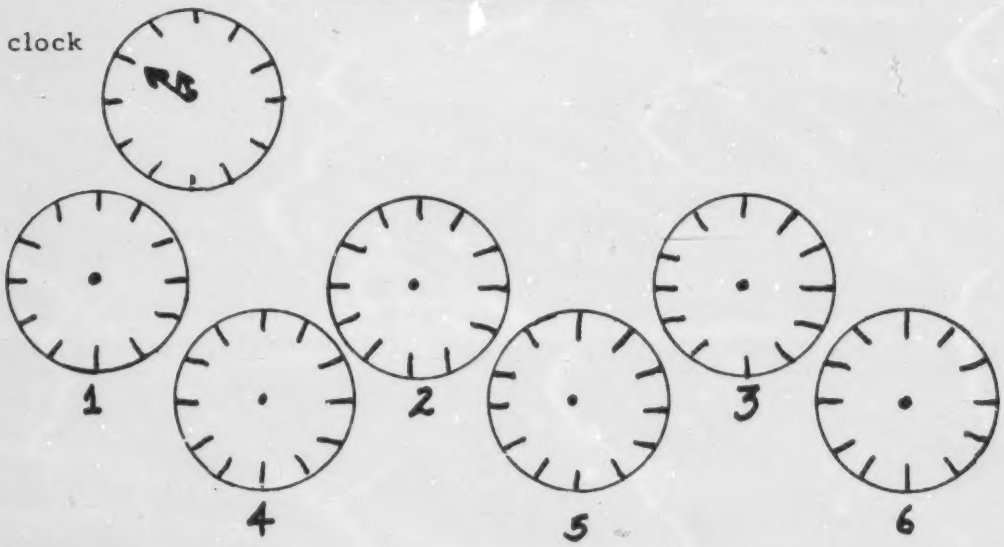
In front of you is a schedule of plane arrivals from various cities. You will hear a series of sentences, each one stating the time of a plane's arrival at the airport. By matching the time stated in the sentence with the corresponding time in the schedule, you are to determine which city each plane is coming from. Write the number of the sentence in the space next to the appropriate city. For example: you hear - Das Flugzeug komm um viertel nach drei. You see that viertel nach drei is the same as 15. 15, which is the plane from Berlin. You put number 1 next to Berlin. Let's begin.

Tests

Sample Two - Listening Comprehension - Simple Time

In front of you are the faces of six clocks. You will hear statements of time. Draw the hands of the clock in the proper positions for the time announced.

Example: You hear: Es ist sehn vor elf. You indicate on your clock



Let's begin: You hear

1. Es ist viertel nach drei.
2. Es ist zwanzig vor sieben.
3. Es ist halb sechs.
4. Es ist fünf nach neun.
5. Es ist zwölf Uhr.
6. Es ist zehn vor elf.

Tests

Sample Three

Match the item you might want to purchase with the store where you would find it.

_____1. aspirin	A. Fleischerei
_____2. cake	B. Bäckerei
_____3. toothpaste	C. Reformhaus
_____4. lunchmeat	D. Apotheke
_____5. vitamins (health foods)	E. Drogerie

Sample Four

Match the following items with their names in German:

_____1. Kleid	A. pocketbook
_____2. Anzug	B. bathing trunks
_____3. Regenmantel	C. suit
_____4. Badehose	D. raincoat
_____5. Handtasche	E. dress

Sample Five

Match the following words you might find on a menu in a German restaurant with the English equivalents:

_____1. Bratkartoffeln	A. pork roast
_____2. Rotkraut	B. chicken broth
_____3. Schweinebraten	C. red cabbage
_____4. Hühnerbrühe	D. home fried potatoes

Tests

Sample Six

Identify the following food specialties from German-speaking countries:

1. Sauerbraten
2. Bratwurst
3. Wiener Schnitzel
4. Frankfurter
5. Kartoffelklösse
6. Schwarzwälder Kirschtorte
7. Stollen
8. Apfelstrudel

Sample Seven

Identify the following festivals of the German-speaking countries.

Indicate when and where they are celebrated:

1. Weihnachten _____
2. Nikolaustag _____
3. Advent _____
4. Fasching (Karneval) _____
5. Oktoberfest _____

Tests

Sample Eight

Multiple Choice:

_____1. For breakfast German people generally eat

A. bacon and eggs
B. toast and milk
C. rolls with butter and jelly
D. hot cereal

_____2. If you are invited to a German home for a meal, you should

A. Arrive always 15 minutes late
B. Call up the hostess beforehand and thank her
C. Bring a present, usually flowers or candy
D. Have the flower shop send red roses

_____3. When you arrive in Germany, you must go through customs. The sign indicating customs is

A. Auskunft
B. Zollinspektion
C. Passkontrolle
D. Notausgang

_____4. When you buy a pound* of butter in Germany you are actually getting

A. less than in the U. S.
B. more than in the U. S.
C. the same as in the U. S.
D. one kilogram

_____5. The currency used in Austria is

A. Deutsche Mark
B. Schilling
C. Franken
D. Krona

*The German pound (Pfund) is 500 grams, i. e., more than the English pound.

Tests

Sample Nine

Circle the correct response: (This can be given as listening comprehension by teacher giving questions aloud instead of having them printed on the test.)

1. Wie geht es Ihnen?

   A. Auf Wiedersehen

   B. Danke, gut

   C. Ich spreche kein Deutsch

2. Wann kommen Sie?

   A. Ich komme am Freitag

   B. Ich komme nicht

   C. Das ist mein Freund

3. Welcher Tag ist heute?

   A. Sommer

   B. Mittwoch

   C. Frühling

4. Wo wohnen Sie?

   A. in Washington

   B. im Krankenhaus

   C. im Bahnhof

Tests

Sample Ten

Teacher says:	student underlines correct meaning
1. Geradeaus	a) to the right b) over there c) straight ahead
2. Fahrkarten	a) information b) exit c) ticket sale
3. Parken verboten	a) no parking b)detour c) don't walk on the grass
4. Das ist zu teuer	a) that's too cheap b) that's too expensive c) that's too big
5. Volltanken, bitte	a) gas station b) check the tires, please c) fill up, please

NOTE: The above could be a speaking test. The teacher gives the meaning, the student must produce the German word or phrase if these were taught for oral control.

Sample Eleven

True - False

_____1. Beethoven's birthplace can be seen in Bonn.

_____2. About 120 million people speak German.

_____3. Germany borders in the North on Poland.

_____4. Charlemagne means in German "Karl der Gross".

_____5. The Spanish Riding Academy is located in Salzburg.

_____6. "Gruezi" is a Swiss form of saying "hello".

Sample Twelve

Answer the following questions:

1. What time is it in New York when it is 12 noon in Frankfurt?
2. What is the German word for Austria?
3. Which country is also referred to as "Helvetia"?
4. Why can Switzerland afford a transportation system that is almost entirely based on electricity?
5. What do the three words Land, Kanton, and Provinz have in common?
6. What is a "Eurailpass"?
7. How do Germans handle their knife and fork when eating?
8. What languages are spoken in Switzerland?

Sample Thirteen

Match the names on the left with the proper description on the right.

_____1.	Hamburg	A. Germany's oldest university located in this city on the Neckar river.
_____2.	Albert Einstein	B. Austrian composer born in Salzburg
_____3.	München	C. Frankfurt is located on this river
_____4.	Willi Brandt	D. The Shakespeare of Germany
_____5.	Kurfürstendamm	E. Largest seaport in the Federal Republic
_____6.	Mauer	F. Vonnegut's novel Slaughterhouse Five is set in this city. Also a large convention center in the "DDR".
_____7.	Mozart	G. Former Chancellor of West Germany
_____8.	Main	H. The "Oktoberfest" is celebrated here
_____9.	Johann Strauss	I. Discovered the X-ray
_____10.	Dresden	J. Berlin's Fifth Avenue
_____11.	Goethe	K. Developed the theory of relativity
_____12.	Mosel	L. A city made famous by the fairy tale "The Town Musician"
_____13.	Hofbräuhaus	M. A French-German river, famous for its wines
_____14.	Wilhelm Röntgen	N. The Waltz King
_____15.	Heidelberg	O. German word for "wall".
_____16.	Bremen	P. A famous beer hall in Munich.

Sample Fourteen

Teacher should give students an outline map of Germany. All the places that the student is being tested on should be indicated on the map as dots, lines, etc.

To the student: In front of you is an outline map of the two Germanys. Mark on your map the location of the following rivers, lakes, mountains (ranges), and cities.

Rhein	Oder
Berlin	Schwarzwald
Elbe	Zugspitze
Dresden	Bonn
Bodensee	Donau
die Alpen	Frankfurt

Sample Fifteen

Identify each of the following words as:

river - R lake - L city - C mountain (range) - M

Also indicate for each the location by country. (Note: some rivers, lakes, and mountain ranges extend over more than one country.)

Germany (East and West) - G Austria - A
Switzerland - S Liechtenstein - L

1. Heidelberg	_____	_____	7. Zugspitze	_____	_____
2. Harzgebirge	_____	_____	8. Bonn	_____	_____
3. St. Mortiz	_____	_____	9. die Alpen	_____	_____
4. Oder	_____	_____	10. Matterhorn	_____	_____
5. Schwarzwald	_____	_____	11. Wein	_____	_____
6. Bodensee	_____	_____	12. der Rhein	_____	_____

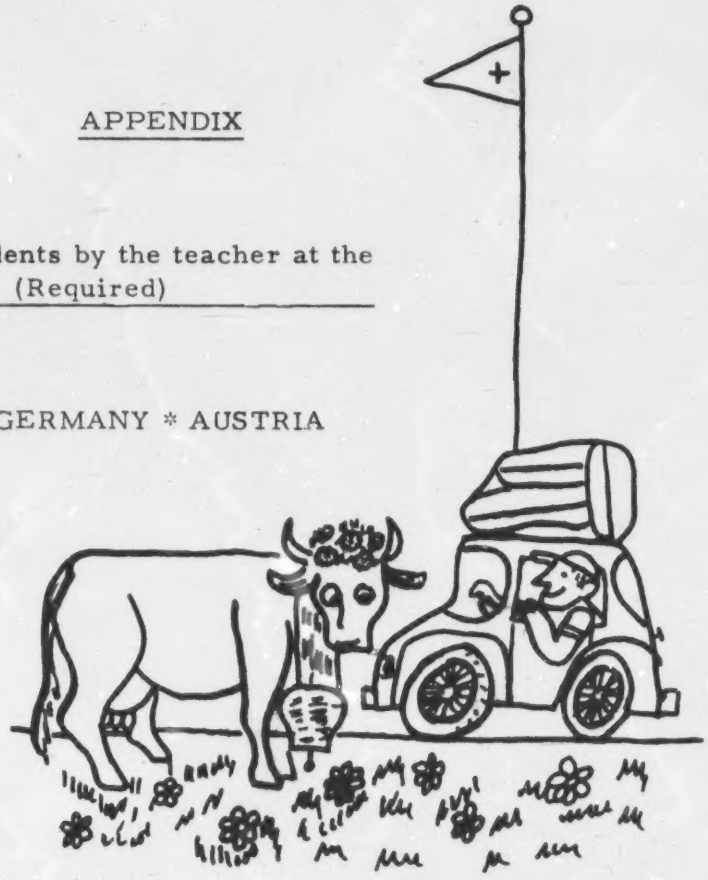
APPENDIX

SAMPLE

Outline presented to students by the teacher at the beginning of the course. (Required)

SWITZERLAND * GERMANY * AUSTRIA

German for Travelers



Student texts:

"Say it in German", Mathieu, Stern (Dover Publishing Company)
"German for Travelers", Berlitz (Collier-Macmillan)

A. Our areas of interest will be the German-speaking countries:

Federal Republic of West Germany
German Democratic Republic
Switzerland (German-speaking parts)
Austria
Liechtenstein
and German culture in America (The Pennsylvania Dutch, Amish, and the Mennonites)

We will study these countries in terms of their physical features, important places to visit, historical highpoints, customs, and other areas of culture. We will look into practical aspects of travel in these countries.

B. The study of the German language will focus on vocabulary and phrase building exercises in the following areas:

1. Making friends, greetings, introductions, conversational expressions
2. Time and numbers
3. Leaving the U. S., arrival in a foreign country
4. Accommodations, how to get a place to stay, checking in
5. Dining out
6. Traveling by plane, train, bus, directions, reading schedules
7. Sight-seeing, German names of famous sights
8. Sports
9. Shopping
10. Services, post-offices, banks, phone, gas stations, accidents, emergencies
11. Car information and driving
12. Expressions referring to Holidays and Festivals
13. Whatever else you want to know

Learning vocabulary and phrases will be a very important part of the course.

You will be expected to: SAY
UNDERSTAND in listening and
READ these phrases and words
You will write only to the extent that materials have to be copied.

Of course, if writing is one of your personal goals, you will be given help in this area.

C. Reports on Cultural Topics.

Reports can be done individually or in groups. Be imaginative in presenting your topic. (Use of electric and non-electric media). Each report presented in class should include a list of at least five pertinent questions for the class. Topics for reports can be taken from a list which you will receive or they can be subjects of your own choice.

D. Other student projects: some suggestions.

1. Give a teaching demonstration of a specific area of vocabulary.
2. Prepare an original dialogue or skit with other students and perform
3. Decorate the bulletin board with a specific theme.
4. Prepare visual aids, such as road signs and other signs to be learne
5. Find an interesting guest speaker for our class.
6. Prepare a German dish for the class.
7. Teach the class a German song.
8. Our final project will be a group presentation which will advertise or "sell" us on the idea of traveling in that particular country. This could be done as a slide show, a life dramatization, a videotaped commercial or travelogue.

E. Other class activities.

We are planning at least two field trips.

One all-day field trip to the Pennsylvania Dutch area around Lancaster which will include a visit to the Cloisters, an Amish School and a large market.

One school day trip to the German and Swiss Embassies with a visit to a German restaurant.

Quite a few films on pertinent topics will be shown in class.

We hope to show the full-length film "Wir Wunderkinder" in the auditorium.

We will prepare some typical German dishes in the classroom.

F. Evaluation: Grades will be based on:

1. Weekly tests and quizzes on the linguistic content of the course. They will be both written and oral.
2. Bi-weekly tests on the cultural content covered.
3. Individual and group reports and projects.
4. Class participation.
5. Notebook kept by each student.

APPENDIX

METRIC - U.S. CONVERSION

German Metric	U.S.
1 Gram (g)	0.035 ounces
1 Pfund (500 Gramm or ein halbes Kilo)	1.1 pounds
1 Kilogramm - for short, Kilo (1,000 Gramm)	2.2 pounds
1 Zentimeter (cm)	0.3937 inches
2.54 Zentimeter	1 inch
1 Meter (m)	3.280 feet
1609.3 Meter	1 mile

Liquid Measure

1 Liter (l)	2.113 pints
1 Liter	1.056 quarts
3.785 Liter	1 gallon

Dry Measure

1 Liter	0.908 quart
1 Dekaliter (10 liters)	1.135 pecks
1 Hektoliter (100 liters)	2.837 bushels

Kitchen Hints	U.S.	Europe
	1 cup sugar	200 gr.
	1 cup flour	150 gr.
	1 tsp.	5 gr.
	1 tbsp.	12 gr.
	1 lb.	450 gr.
	1 kilo	2.2 lb.

APPENDIX

KILOMETERS - MILES

Kilometer	Miles
1	0.6
3	1.8
5	3.1
8	4.9
10	6.2
15	9.3
20	12.4
25	15.5
30	18.6
35	21.7
40	24.8
45	27.9
50	31.0
100	62.1
150	93.1
200	124.2
250	155.2
300	186.4
350	217.4
400	248.5
450	279.5
500	310.6

CLOTHES SIZES U.S. - EUROPE

Skirts, Dresses Coats		Shirts		Shoes	
U.S.	Europe	U.S.	Europe	U.S.	Europe
10	38	14	36	6	37
12	40	14 1/2	37	7	38
14	42	15	38	8	39
16	44	15 1/2	39	9	40
18	46	16	41	10	41
20	48	16 1/2	42	11	42
		17	43	12	43
				13	44

APPENDIX

Suits		Blouses		Hats	
U.S.	Europe	U.S.	Europe	U.S.	Europe
36	46	30	38	7	57
38	48	32	40	7 1/8	58
40	50	34	42	7 1/4	59
42	52	36	44	7 3/8	60
44	54	38	46	7 1/2	61
46	56	40	48		
48	58				

Here are some tips for easy conversion of U.S. clothes sizes to German sizes:

For blouses, add 8 to your U.S. size to get the German size, for example, if you wear a 34 U.S. you'll take a 42 German.

For dresses and skirts, you'll have to add 28 to your U.S. size. For shoes, you add 31. For example, size six would become size 37.

from These Strange German Ways

Metereinheiten	
1 Kilometer	1000 m
1 Dezimeter	0.1 m
1 Zentimeter	0.01 m
1 Millimeter	0 001 m
1 Mikrometer	0.000001 m
1 Nautische Meile	1852 m

Litereinheiten	
1 Hektoliter	100 Liter
1 Liter	1 dm^3
1 Deziliter	0.1 Liter
1 Zentiliter	0.01 Liter
1 Milliliter	0.001 Liter

Quadratmetereinheiten	
1 Quadrakilometer	1,000,000 m^2
1 Hektar	10,000 m^2
1 Ar	100 m^2
1 Quadratdezimeter	0.01 m^2
1 Quadratmillimeter	0.000000001 m^2

Kilogrammeinheiten	
1 Tonne	1000 kg
1 Hektogramm	0.1 kg
1 Gramm	0.001 kg
1 Milligramm	0.000001 kg
1 Karat	0.0002 kg

Kubikmetereinheiten	
1 Kubikdezimeter	0.001 m^3
1 Kubikdezimeter	1 Liter
1 Kubikzentimeter	0.000001 m^3
1 Kubikmillimeter	0.000000001 m^3

Englische und amerikanische Längeneinheiten	
1 inch (in)	2.54 cm
1 foot (ft)	30.38 cm
1 yard (yd)	0.9144 km
1 Landmeile	1.6093 km

ZEIT	MONTAG	DIENSTAG	MITTWOCH	DONNERSTAG	FREITAG	SONNABEND

Der Stünden plan gehört _____ Klasse _____

(Children in German elementary schools buy and use this type of schedule.)

APPENDIX

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